

<b>Standard 10: Textiles and Apparel</b> - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. (Based on National Standard # 16)	
<b>Topic 1:</b> Evaluate fiber and textile materials.	
<b>Competency 10.1.1:</b> Identify and compare manufactured and natural fibers.	<b>Core Competency</b>

### **English/Language Arts**

9.1.3 Cross-reference information

9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary

### **Mathematics**

- No existing North Dakota Mathematics standard

### **Science**

6.7.2 Explain how recycling and conservation affect populations, resources, and the environment

9-10.2.1 Explain how scientific investigations can result in new ideas

### **Social Studies**

- No existing North Dakota Social Studies standard

### **Health**

- No existing North Dakota Health standard

### **Library/Technology Literacy**

- No existing North Dakota Library/Technology Literacy standard

<b>Standard 10: Textiles and Apparel</b> - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. (Based on National Standard # 16)	
<b>Topic 1:</b> Evaluate fiber and textile materials.	
<b>Competency 10.1.2:</b> Determine performance characteristics of fibers and textiles.	<b>Core Competency</b>

### **English/Language Arts**

9.1.3 Cross-reference information

9.1.6 Summarize information

9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary

### **Mathematics**

- No existing North Dakota Mathematics standard

### **Science**

9-10.3.2 Classify changes in matter as physical or chemical

9-10.3.5 Identify the reactants and products in a chemical reaction

11-12.3.11 Explain how energy is related to physical changes of matter (e.g., phase changes, temperature changes)

### **Social Studies**

- No existing North Dakota Social Studies standard

### **Health**

- No existing North Dakota Health standard

### **Library/Technology Literacy**

- No existing North Dakota Library/Technology Literacy standard

<b>Standard 10: Textiles and Apparel</b> - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. (Based on National Standard # 16)	
<b>Topic 1:</b> Evaluate fiber and textile materials.	
<b>Competency 10.1.3:</b> Assess effects of textile characteristics (e.g., on design, construction, care, use and maintenance, health issues/allergens of products.)	<b>Core Competency</b>

### **English/Language Arts**

- 9.1.3 Cross-reference information
- 9.1.4 Evaluate relevancy of information
- 9.1.6 Summarize information
- 10.1.4 Use relevant information

### **Mathematics**

- No existing North Dakota Mathematics standard

### **Science**

- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease

### **Social Studies**

- No existing North Dakota Social Studies standard

### **Health**

- 9-12.5.1 Apply the decision-making process as it relates to a healthy lifestyle
- 9-12.6.5 Identify local, state, federal, and private agencies that protect and inform consumers.
- 9-12.7.1 Apply strategies to express information and opinions about health issues

### **Library/Technology Literacy**

- No existing North Dakota Library/Technology Literacy standard

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<b>Topic 1:</b> Evaluate fiber and textile materials.	
<b>Competency 10.1.4:</b> Select appropriate procedures for care of textiles products.	<b>Core Competency</b>

### **English/Language Arts**

- 9.1.3 Cross-reference information
- 9.1.4 Evaluate relevancy of information
- 9.1.6 Summarize information
- 10.1.4 Use relevant information

### **Mathematics**

- No existing North Dakota Mathematics standard

### **Science**

- No existing North Dakota Science standard

### **Social Studies**

- No existing North Dakota Social Studies standard

### **Health**

- No existing North Dakota Health standard

### **Library/Technology Literacy**

- No existing North Dakota Library/Technology Literacy standard

<b>Standard 10: Textiles and Apparel</b> - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. (Based on National Standard # 16)	
<b>Topic 1:</b> Evaluate fiber and textile materials.	
<b>Competency 10.1.5:</b> Review textiles legislation, standards, and labeling in the global economy.	<b>Advanced Competency</b>

### **English/Language Arts**

- 10.5.2 Analyze media messages
- 11.1.2 Evaluate and incorporate information from primary sources, e.g., interviews and surveys
- 11.1.4 Verify the quality, accuracy, and usefulness of information
- 11.5.4 Evaluate the accuracy of details in media messages
- 11.5.5 Evaluate the impact of media messages on daily life and politics

### **Mathematics**

- No existing North Dakota Mathematics standard

### **Science**

- 6.7.2 Explain how recycling and conservation affect populations, resources, and the environment
- 11-12.7.1 Explain the impact of environmental laws and policies on the environment and society (e.g., waste/pollutants from industry, carbon dioxide emissions, location and number of animals in a feedlot versus water supply)

### **Social Studies**

- 6.1.1 Use a variety of primary and secondary resources (e.g., magazines, journals, artifacts, interviews) to gather and interpret information
- 7.1.7 Use maps to find location, calculate scale, and distinguish other geographic relationships (e.g., latitude and longitude, population density)
- 9-12.3.5 Interpret the concepts of exchange and trade and the impacts and implications of a global economy for individuals and nations

### **Health**

- 9-12.5.1 Apply the decision-making process as it relates to a healthy lifestyle
- 9-12.6.5 Identify local, state, federal, and private agencies that protect and inform consumer
- 9-12.6.6 Determine criteria to evaluate health information, products, and services

### **Library/Technology Literacy**

- 12.1.3 Access information using a variety of sources

<b>Standard 10: Textiles and Apparel</b> - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. (Based on National Standard # 16)	
<b>Topic 2:</b> Demonstrate skills needed to produce, alter, or repair textiles products and apparel.	
<b>Competency 10.2.1:</b> Identify equipment, tools, and supplies and their purpose in apparel and textile construction.	<b>Introductory Competency</b>

### **English/Language Arts**

- 6.1.3 Differentiate between accurate and inaccurate information
- 6.1.4 Use information from several sources
- 6.2.3 Use word recognition skills and vocabulary building strategies to determine the meaning of unfamiliar words and make sense of text.

### **Mathematics**

- 7.1.7 Add, subtract, multiply, and divide fractions and terminating decimals
- 8.1.8 Select and use a computational technique (e.g., mental calculation, paper-and-pencil, technology) to solve problems
- 8.1.9 Determine when an estimate is sufficient and an exact answer is needed in problem situations

### **Science**

- No existing North Dakota Science standard

### **Social Studies**

- No existing North Dakota Social Studies standard

### **Health**

- 7-8.2.10 Describe ways to reduce or prevent injuries

### **Library/Technology Literacy**

- No existing North Dakota Library/Technology Literacy standard

<b>Standard 10: Textiles and Apparel</b> - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. (Based on National Standard # 16)	
<b>Topic 2:</b> Demonstrate skills needed to produce, alter, or repair textiles products and apparel.	
<b>Competency 10.2.2:</b> Utilize appropriate equipment for apparel and textile construction.	<b>Core Competency</b>

### **English/Language Arts**

9.4.5 Use critical listening skills

10.1.4 Use relevant information

### **Mathematics**

- No existing North Dakota Mathematics standard

### **Science**

- No existing North Dakota Science standard

### **Social Studies**

- No existing North Dakota Social Studies standard

### **Health**

9-12.2.8 Describe strategies for enhancing health and safety at home, in the community, and in the workplace

### **Library/Technology Literacy**

- No existing North Dakota Library/Technology Literacy standard

<b>Standard 10: Textiles and Apparel</b> - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. (Based on National Standard # 16)	
<b>Topic 2:</b> Demonstrate skills needed to produce, alter, or repair textiles products and apparel.	
<b>Competency 10.2.3:</b> Explain construction terminology.	<b>Core Competency</b>

### **English/Language Arts**

- 9.1.5 Summarize information
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.5 Use critical listening skills
- 10.1.4 Use relevant information
- 10.1.5 Organize information from a variety of sources into a unified whole

### **Mathematics**

- No existing North Dakota Mathematics standard

### **Science**

- 7.6.1 Identify ways in which technology has influenced the course of history and improved the quality of life
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)
- 11-12.6.1 Select and use appropriate technologies, tools, and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills, CBL, graphing calculators)

### **Social Studies**

- No existing North Dakota Social Studies standard

### **Health**

- No existing North Dakota Health standard

### **Library/Technology Literacy**

- No existing North Dakota Library/Technology Literacy standard



<b>Standard 10: Textiles and Apparel</b> - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. (Based on National Standard # 16)	
<b>Topic 2:</b> Demonstrate skills needed to produce, alter, or repair textiles products and apparel.	
<b>Competency 10.2.4:</b> Demonstrate basic skills for producing and altering textiles products and apparel (e.g. measuring, pressing, machine operation, etc.)	<b>Core Competency</b>

### **English/Language Arts**

- 9.1.6 Summarize information
- 9.2.15 Build vocabulary by reading of variety of grade-level texts and applying new vocabulary
- 9.4.5 Use critical listening skills
- 10.1.4 Use relevant information

### **Mathematics**

- No existing North Dakota Mathematics standard

### **Science**

- No existing North Dakota Science standard

### **Social Studies**

- No existing North Dakota Social Studies standard

### **Health**

- 9-12.2.8 Describe strategies for enhancing health and safety at home, in the community, and in the workplace

### **Library/Technology Literacy**

- No existing North Dakota Library/Technology Literacy standard

<b>Standard 10: Textiles and Apparel</b> - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. (Based on National Standard # 16)	
<b>Topic 2:</b> Demonstrate skills needed to produce, alter, or repair textiles products and apparel.	
<b>Competency 10.2.5:</b> Explore current technology and trends that facilitate design and production of textiles products and apparel.	<b>Advanced Competency</b>

### **English/Language Arts**

- 11.5.1 & 12.5.1 Identify existing and developing media
- 11.5.2 Apply media for a variety of purposes
- 12.5.2 Create a media project for a purpose

### **Mathematics**

- No existing North Dakota Mathematics standard

### **Science**

- No existing North Dakota Science standard

### **Social Studies**

- 6.1.1 Use a variety of primary and secondary resources (e.g., magazines, journals, artifacts, interviews) to gather and interpret information
- 6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity
- 7.1.7 Interpret and analyze primary and secondary sources (e.g., artifacts, journals, interviews, books, magazines, photographs) to understand people, places, and environments
- 7.2.2 Identify events and issues (e.g., natural resources, energy resources, wars/conflicts, religion) affecting the world today

### **Health**

- 9-12.2.8 Describe strategies for enhancing health and safety at home, in the community, and in the workplace

### **Library/Technology Literacy**

- 8.5.4 Understand the past, present, and future impact of technology on society
- 12.5.3 Understand and obey intellectual property laws\*, including copyright\*, when using information in any format

<b>Standard 10: Textiles and Apparel</b> - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. (Based on National Standard # 16)	
<b>Topic 3:</b> Demonstrate apparel and textiles design skills.	
<b>Competency 10.3.1:</b> Recognize elements and principles of design (e.g. balance, color, texture, etc.)	<b>Core Competency</b>

### **English/Language Arts**

- 9.1.3 Cross-reference information
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.1.4 Use relevant information
- 10.1.7 Paraphrase information

### **Mathematics**

- No existing North Dakota Mathematics standard

### **Science**

- No existing North Dakota Science standard

### **Social Studies**

- No existing North Dakota Social Studies standard

### **Health**

- No existing North Dakota Health standard

### **Library/Technology Literacy**

- No existing North Dakota Library/Technology Literacy standard

<b>Standard 10: Textiles and Apparel</b> - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. (Based on National Standard # 16)	
<b>Topic 3:</b> Demonstrate apparel and textiles design skills.	
<b>Competency 10.3.2:</b> Apply elements and principles of design (e.g. balance, color, texture, etc.)	<b>Advanced Competency</b>

### **English/Language Arts**

- 11.1.2 Evaluate and incorporate information from primary sources
- 12.2.8 Use technical language/jargon to decipher meaning

### **Mathematics**

- No existing North Dakota Mathematics standard

### **Science**

- No existing North Dakota Science standard

### **Social Studies**

- No existing North Dakota Social Studies standard

### **Health**

- No existing North Dakota Health standard

### **Library/Technology Literacy**

- No existing North Dakota Library/Technology Literacy standard

<b>Standard 10: Textiles and Apparel</b> - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. (Based on National Standard # 16)	
<b>Topic 4:</b> Evaluate consumer skills necessary for textiles and apparel purchasing.	
<b>Competency 10.4.1:</b> Identify factors that influence textiles and apparel purchasing (e.g. name brands, age, special needs, occupational needs, budget, etc.)	<b>Introductory Competency</b>

### **English/Language Arts**

- 6.1.1 Pose relevant questions
- 6.2.3 & 7.2.11 & 8.2.9 Use word recognition skills and vocabulary building strategies to determine the meaning of unfamiliar words and make sense of text
- 6.5.1 & 7.5.1 & 8.5.1 Identify existing and developing media

### **Mathematics**

- No existing North Dakota Mathematics standard

### **Science**

- No existing North Dakota Science standard

### **Social Studies**

- 7.3.2 Differentiate among various forms of monetary systems (e.g., differences and fluctuations in currency values)
- 7.4.1 Compare the rights and responsibilities of citizens from a variety of countries (e.g. United States, Indonesia, Iran, Australia, India, China, Germany, Poland, Brazil, Ghana)
- 7.5.6 Explain how physical systems affect human systems (e.g., Where do people live and why?)
- 7.6.3 Compare how cultures throughout the world meet human needs and concerns (e.g., religion, sense of belonging, celebrations)
- 8.4.3 Explain how the United States Constitution and Bill of Rights impacted key historical events (e.g., women's rights, slavery)
- 8.6.2 Compare how culture influences gender roles, ethics, and beliefs within society (e.g., Native Americans, ethnic groups)
- 9-12.5.2 Interpret the relationships between physical environments and society (e.g. , humans modify environment, environment modifies society, and use, distribution, and importance of resources)

### **Health**

- 6.4..2 & 7-8.4.2 Identify/describe strategies for coping with peer pressure
- 6.4.3 & 7-8.4.3 Identify/describe possible causes of conflicts in schools, families, and communities
- 7-8.5.1 Identify the steps of the decision-making process

### **Library/Technology Literacy**

- 8.5.4 Understand the past, present, and future impact of technology on society
- 12.4.3 Demonstrate self-motivation in seeking information

<b>Standard 10: Textiles and Apparel</b> - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. (Based on National Standard # 16)	
<b>Topic 4:</b> Evaluate consumer skills necessary for textiles and apparel purchasing.	
<b>Competency 10.4.2:</b> Recognize the consumer skills needed for the effective use of resources. (e.g. repair, alterations, mass produced vs. self-constructed, etc.)	<b>Core Competency</b>

### **English/Language Arts**

- 9.1.5 Organize information from a variety of sources
- 9.1.6 Summarize information
- 9.4.4 Engage in a group discussion

### **Math**

- No existing North Dakota Mathematics standard

### **Science**

- No existing North Dakota Science standard

### **Social Studies**

- No existing North Dakota Social Studies standard

### **Health**

- No existing North Dakota Health standard

### **Library/Technology Literacy**

- No existing North Dakota Library/Technology Literacy standard

<b>Standard 10: Textiles and Apparel</b> - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. (Based on National Standard # 16)	
<b>Topic 4:</b> Evaluate consumer skills necessary for textiles and apparel purchasing.	
<b>Competency 10.4.3:</b> Assess ethical considerations for purchasing apparel and textiles products (e.g. USA made vs. third-world, natural fur vs. fake-fur, etc.)	<b>Advanced Competency</b>

### **English/Language Arts**

- 11.1.2 Research topics independently using appropriate sources
- 11.1.4 Verify the quality, accuracy, and usefulness of information
- 11.3.1 Gather information supporting multiple sides of an issue
- 11.3.5 Use a variety of supporting details
- 11.5.4 Evaluate the accuracy of details in media messages
- 11.5.5 Evaluate the impact of media messages on daily life and policies
- 12.2.8 Use technical language/jargon to decipher meaning

### **Mathematics**

- No existing North Dakota Mathematics standard

### **Science**

- No existing North Dakota Science standard

### **Social Studies**

- 7.2.2 Identify events and issues (e.g., natural resources, energy resources, wars/conflicts, religion) affecting the world today
- 7.4.1 Compare the rights and responsibilities of citizens from a variety of countries (e.g. United States, Indonesia, Iran, Australia, India, China, Germany, Poland, Brazil, Ghana)
- 8.6.2 Compare how culture influences gender roles, ethics, and beliefs within society (e.g., Native Americans, ethnic groups)
- 9-12.3.5 Interpret the concepts of exchange and trade and the impacts and implications of a global economy for individuals and nations

### **Health**

- No existing North Dakota Health standard

### **Library/Technology Literacy**

- No existing North Dakota Library/Technology Literacy standard

<b>Standard 10: Textiles and Apparel</b> - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. (Based on National Standard # 16)	
<b>Topic 5:</b> Examine historical, cultural, and social influences on textiles and apparel.	
<b>Competency 10.5.1:</b> Explore customs and social norms.	<b>Core Competency</b>

### **English/Language Arts**

- 9.1.3 Cross-reference information
- 9.1.4 Evaluate relevancy of information
- 9.1.5 Organize information from a variety of sources
- 9.1.6 Summarize information
- 9.2.15 Build vocabulary by reading a variety of grade-level texts
- 10.1.2 Know ways to effectively search electronic databases
- 10.1.4 Use relevant information

### **Mathematics**

- No existing North Dakota Mathematics standard

### **Science**

- No existing North Dakota Science standard

### **Social Studies**

- 6.6.2 Explain how differences in culture (e.g., differences in beliefs and governments) often resulted in conflict
- 7.6.3 Compare how cultures throughout the world meet human needs and concerns (e.g., religion, sense of belonging, celebrations)
- 8.6.2 Compare how culture influences gender roles, ethics, and beliefs within society (e.g., Native Americans, ethnic groups)

### **Health**

- No existing North Dakota Health standard

### **Library/Technology Literacy**

- 12.1.3 Access information using a variety of sources



<b>Standard 10: Textiles and Apparel</b> - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. (Based on National Standard # 16)	
<b>Topic 5:</b> Examine historical, cultural, and social influences on textiles and apparel.	
<b>Competency 10.5.2:</b> Recognize historical, cultural, and social influences on current textiles and apparel trends	<b>Core Competency</b>

### **English/Language Arts**

- 9.1.3 Cross-reference information
- 9.1.4 Evaluate relevancy of information
- 9.1.5 Organize information from a variety of sources
- 9.1.6 Summarize information
- 9.2.15 Build vocabulary by reading a variety of grade-level texts
- 10.1.2 Know ways to effectively search electronic databases
- 10.1.4 Use relevant information

### **Mathematics**

- No existing North Dakota Mathematics standard

### **Science**

- No existing North Dakota Science standard

### **Social Studies**

- 6.3.2 Trace the development of civilizations from hunting/gathering based societies (e.g., hunting and gathering – cultivation and domestication) to trading/economy-based societies (e.g., surplus of food – specialization – trade/barter system)
- 6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity
- 7.1.7 Use maps to find location, calculate scale, and distinguish other geographic relationships (e.g., latitude and longitude, population density)
- 8.4.3 Explain how the United States Constitution and Bill of Rights impacted key historical events (e.g., women’s rights, slavery)
- 8.6.2 Compare how culture influences gender roles, ethics, and beliefs within society (e.g., Native Americans, ethnic groups)
- 9-12.5.2 Interpret the relationships between physical environments and society (e.g. , humans modify environment, environment modifies society, and use, distribution, and importance of resources)

### **Health**

- No existing North Dakota Health standard

### **Library/Technology Literacy**

- 8.5.4 Understand the past, present, and future impact of technology on society